

**TEACHING SPEAKING EXPERIENCE PERCEIVED BY SEA
TEACHER PROJECT STUDENTS OF 11TH GRADE STUDENTS
AT PANGASINAN STATE UNIVERSITY (PSU) INTEGRATED
SCHOOL-HIGH SCHOOL, PHILIPPINES: A
PHENOMENOLOGICAL STUDY**



Research Paper Submitted as a Partial Fulfillment
of the Requirements for Getting a Bachelor Degree of English Education

by:

SHERLY RAHMAWATI

A320160211

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2020

APPROVAL

**TEACHING SPEAKING EXPERIENCE PERCEIVED BY SEA TEACHER
PROJECT STUDENTS OF 11TH GRADE STUDENTS AT PANGASINAN
STATE UNIVERSITY (PSU) INTEGRATED SCHOOL-HIGH SCHOOL,
PHILIPPINES: A PHENOMENOLOGICAL STUDY**

PUBLICATION ARTICLE

By:

Sherly Rahmawati

A320160211

Approved to be Examined by Consultant
School of Teacher Training and Education
Universitas Muhammadiyah Surakarta

Consultant,



Fitri Kurniawan, M.Res.Ed

NIDN. 0610108501

ACCEPTANCE

**TEACHING SPEAKING EXPERIENCE PERCEIVED BY SEA TEACHER
PROJECT STUDENTS OF 11TH GRADE STUDENTS AT PANGASINAN
STATE UNIVERSITY (PSU) INTEGRATED SCHOOL-HIGH SCHOOL,
PHILIPPINES: A PHENOMENOLOGICAL STUDY**


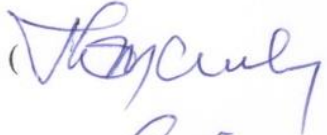

by:

SHERLY RAHMAWATI

A320160211

Accepted by the Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on February 6th 2020

Team of Examiner:

1. Fitri Kurniawan, M.Res.Ed. ()
(Chair Person)
2. Mauliy Halwat Hikmat, M.Hum., Ph.D. ()
(Member I)
3. Susiati, M.Ed. ()
(Member II)

Dekan



Prof. Dr. Harun Djoko Prayitno, M.Hum.
NIP. 196504281993030

PRONOUNCEMENT

I undersigned below

Name : Sherly Rahmawati

NIM : A320160211

Program : Department of English Education

Research Title : **Teaching Speaking Experience Perceived by SEA Teacher**

Project Students of 11th Grade Students at Pangasinan State University (PSU)

Integrated School-High School, Philippines: A Phenomenological Study

I truthfully ensure that there is no plagiarism of literary work in this article of publication that I submitted. This publication article is really the work of mine based on the references written in the bibliography. Later, it is proved by the plagiarism result.

Surakarta, February 6th 2020




SHERLY RAHMAWATI

A320160211

TEACHING SPEAKING EXPERIENCE PERCEIVED BY SEA TEACHER PROJECT STUDENTS OF 11TH GRADE STUDENTS AT PANGASINAN STATE UNIVERSITY (PSU) INTEGRATED SCHOOL-HIGH SCHOOL, PHILIPPINES: A PHENOMENOLOGICAL STUDY

ABSTRACT

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan persepsi serta masalah-masalah yang dihadapi oleh *student teachers* yang mengajar *public speaking* di kelas 11, Pangasinan State University Integrated School-High School (PSU IS-HS), Philippines melalui program *SEA Teacher (Southeast Asean Teacher)* yang dibawah oleh *Southeast Asean Minister of Education Organization (SEAMEO)*. Peneliti menggunakan metode deskriptif kualitatif dengan pendekatan fenomenologis. Teknik pengumpulan data dalam penelitian ini menggunakan teknik wawancara dengan metode *semi-structured*. Subjek dalam penelitian ini yaitu empat *student teachers* yang mengajar *public speaking* di kelas 11 PSU IS-HS, Philippines. Sedangkan objek penelitian disini yaitu persepsi dan masalah-masalah yang dihadapi oleh *student teachers* berdasarkan pengalaman mereka selama mengajar di PSU IS-HS. Teknik analisis data yang digunakan yaitu fenomenologis hermeneutik. Hasil penelitian menunjukkan bahwa: 1) Persepsi *student teachers* pada pengajaran melalui proyek SEA Teacher; 2) Tantangan-tantangan *student teachers* yang mendapatkan beberapa masalah yang berkaitan dengan terbatasnya durasi pembelajaran dan media pembelajaran yang tersedia di ruang kelas tempat mereka mengajar dalam program *SEA Teacher* di PSU.

Kata Kunci: Pengajaran *Speaking*, Pengalaman, Persepsi *student teachers*, *SEA Teacher*

ABSTRACT

This research aims to investigate and describe the perceptions and problems faced by the student teachers who teach public speaking in grade 11, Pangasinan State University Integrated School-High School (PSU IS-HS), Philippines through SEA Teacher (Southeast Asean Teacher) program handled by Southeast Asean Minister of Education Organization (SEAMEO). The researcher employs descriptive qualitative method by using phenomenological approach. The technique of collecting data in this research uses semi-structured interview technique. The subjects of this research are four student teachers who teach public speaking in grade 11 of PSU IS-HS, Philippines. The objects of this research are the perceptions and challenges faced by the student teachers based on their experience while teaching in PSU IS-HS. The technique of analysis the data used in this research is hermeneutic phenomenology. The result of this research suggests that: 1) The student teachers' perception in teaching through SEA Teacher project; 2) The student teachers' challenges which had a limited time and minimum support of IT media in SEA Teacher program in PSU.

Keywords: Teaching speaking, experience, student teacher's perception, SEA Teacher

1. INTRODUCTION

Mergler & Tangen (2010) stated that pre-service teaching could build the student teachers' skills in implementing the teaching performance, lesson plan, etc. In preparing to be the good teacher, there is a teaching practice through internship. SEA Teacher Program is one of the prestigious programs of teaching practice overseas for the teacher candidates or student teacher. Lortie (1975) argued that the teachers' perspective on teaching would improve by having many hours of observing the classroom and teaching practice. The SEA teacher project interests the researcher to collect the data by finding the challenges and perceptions perceived by the student teachers in teaching overseas. The researcher focuses on the student teachers who teach English public speaking.

SEA Teacher Project is the internship program handled by SEAMEO (Southeast Asian Ministers of Education Organization). This program offers an internship overseas with the destination is in the country that is a part of SEAMEO member. Based on SEAMEO (2016), the aims of this project are to enhance the teaching skill, to motivate the student teacher to improve their speaking skill, the last is to help the student teacher gaining the experience in diverse about how the situation and condition of teaching. Teachers are the subject who can give a perception about the class situation when they are teaching in the classroom based on experience. In gaining an experience perspective, a phenomenological approach is commonly used. A phenomenological approach is an approach that is used a deep interview and observation without any individual perception or judgment from the researcher. Amadeo Giorgi (2006) stated on his article that a phenomenological approach is fussy, extended and it cannot be done halfway.

This research concerns to analyze the SEA Teacher project students' perception in teaching English public speaking. It will analyze whether the SEA Teacher students have some problems while they are teaching public speaking in PSU. The research data are from the SEA Teacher students that

teach in the 11th grade of senior high school in PSU Integrated School-High school (PSU IS-HS). The aim of this study is to describe the students' perception and problem while teaching in PSU IS-HS, Philippines. The researcher hopes that this research can be a reference for the other student teachers to prepare themselves before executing a teaching practice.

2. METHOD

The type of this research is descriptive qualitative with phenomenological method. According to Joseph A. Maxwell (1992:279) qualitative research is focused on describing, explaining, interpreting a phenomena of interest. It is categorized as qualitative because in this research, the researcher should describe, analyze, and interpret the interviewee's perspective about their experience in teaching English public speaking. Phenomenological research is kind of method that concerns to the lived experience. In this study, the research wants to interview the SEA Teacher students that teach public speaking in PSU IS-HS by conducting a semi-structured interview.

The subjects of this research are four student teachers from two different countries. The two subjects are from Indonesia and two others are from Thailand. These four student teachers taught public speaking in 11th grade at Pangasinan State University (PSU) Intergrated School-High School, Philippines. This research focuses on the student's perception and challenges by analyzing the interview script using hermenutic phenomenological method.

3. FINDING AND DISCUSSION

3.1 Finding

The results present the data based on the interview about the SEA Teacher students perception while teaching abroad especially in SEA Teacher program. The researcher found that 90 % of the student teachers felt enjoy to join the SEA Teacher program. The students teacher could get a new culture knowledge, language learning,

education knowledge, etc. The explicative themes have been set to describe their perception when the data was analyzed.

3.1.1 The student teachers' perception in teaching speaking through SEA Teacher project.

Teaching is challenging when the teachers are trying to build the class situation attractively until making the students feel enjoy. It is one of the reasons why the student teachers should have many experiences in teaching especially through teaching practice. Teaching practice teaches them how to adapt in a class situation and to know how to teach the students with different characters and languages. Practice teaching is required for the students in education department to apply their knowledge of teaching theory. The researcher have received many perception explained by the interviewee who are also the student teachers in SEA Teacher project. The perceptions are divided into three parts of perception as follows:

3.1.1.1 Cultural sharing and English speaking improvement

SEA Teacher project provided many activities for the students teacher. The student teachers would not only teach the students as their first goal in joining SEA Teacher porject but, the student teachers would also have a cultural sharing with the Pangasinan State University (PSU) students. The interviewee felt happy to join SEA Teacher project. The happiness was proved by many activities such as cultural sharing, national language day of Philippines, etc. It is proved by the interviewee's statement below:

“I felt great. I mean like it's quite different the way which is in Indonesia and in Philippines. Because here in the Philippines, you know. As you know like, English is their second language. And, you know what, when I came to the class for the first time, I was surprised because everyone and

every student, they are able to speak English. And it didn't make me, you know like; I was burden to teach them, because they do speak English. So, it so much easier for me to explain and the way I talk, my normal speech. So, it was super easy. And I got a lot of experiences because the students are very cooperative and it's quite different with what happen in Indonesia especially for the subject. Because in high school, they learn a lot about literature and also the public speaking. Meanwhile in Indonesia, we learn public speaking in, you know like in college or university. So, it was such a wonderful experience for me to teach."

The teaching practice abroad is found as a great experience felt by the student teachers. The student teachers could have an enjoyable experience with the students across the country that have a good English speaking skill. It made the student teachers enjoy teaching the PSU students because they already have a good competence in English speaking skill.

"It is very cool and I am so grateful to get this chance. Because I think my English speaking has improved while I am here by teaching and talking with my students to talk about the difference about the cultures and languages. I wish I can apply in another exchange like this. So that I can learn and improve my English and also learn about new knowledge by meet different kind of people."

Teaching abroad is an interested activity to do. It is stated that the student teachers felt happy and grateful to get the chance to teach abroad through SEA Teacher program. The student teachers also felt that teaching practice abroad can improve their speaking skill because they should communicate each other using English every day. Teaching practice abroad is not only about teaching but also learning a new knowledge by meeting different kind of people.

3.1.1.2 Pedagogical knowledge implication

An experience in teaching is the starting of the student teachers for increasing teaching skill and pedagogical knowledge. In the SEA Teacher program, the student teachers would feel a new teaching experience abroad with the different system of education especially in making a lesson plan. Therefore, the student teachers not only felt excited but also nervous about what should they do in executing the teaching practice.

“I learn more in here. I have many things experience, memories and cultures. I learn a lot about how to make a lesson plan. But, in Thailand, we have a different lesson plan and I learn about practice in teaching. I was so happy staying here. So, I want to thank everyone about this.”

The intention based on the statement shows that teaching practice abroad is not only about teaching but also make them learn a new culture by meeting new people, get a new challenge in making a lesson plan from different country and build a relationship with friends from others country.

“.....this is my first time in teaching abroad. As for the first time I came here, I was nervous about everything I should do like teaching, adaptation with new friends and also environment. I have moved from Lingayen to Bayambang and I just have twice observations and after that I should teach in Solo demo. But, everything was okay time by time.”

Based on the statement above, the interviewee said that he learned about how to teach and teaching preparation. The data proved that almost all the student teachers felt that they perceived a new enjoyable experience through SEA Teacher program. But, the statement between the Indonesian student teachers might be different with the Thai student teachers' statement.

3.1.2 The student teachers' challenges

Teaching abroad is interesting; however, it does not mean that all the things run as what the student teachers expected. There were problems faced by the student teachers. It was also happened to the student teachers in PSU, Philippines. They found difficulties because of minimum IT (Information and Technology) media support. The teaching media such as LCD, Screen or computer were not provided. Besides the minimum of IT media in the classroom, the student teachers felt a little bit difficult because of language barrier.

3.1.2.1 Minimum support of IT Media

In executing a teaching, the student teachers tried to give the best for explaining the materials in the classroom. Teaching media is commonly used by the teacher to provide extra materials such as using LCD, speaker and also computer. Unfortunately, the classroom does not have the support media for the teaching process. Therefore, the student teachers tried to solve the problems by providing the materials orally or preparing the materials a few days before teaching. These are several data mentioned by the interviewee about the minimum support of media in the classroom.

“....I mean like the obstacles in how I teach speaking especially because I need a media to conduct my teaching but unfortunately, the classroom was, you know like, not compatible to supply with the additional technology such as the computer, PPT or the screen. But, it went well, I mean like, I as a teacher candidate, I have to, you know like, working with myself and how I adapt with whatever happen in the classroom.....”

Some difficulties have been stated by the student teachers. One of the problems is a minimum support of IT media in the classroom. However, the student teachers kept trying to give the best in that situation and condition.

“...Then, we use a blackboard and chalk here instead of using marker and a whiteboard like in Indonesia. But because of that, the teacher should be more creative in creating the teaching aids like some of projector, paper. But, in Indonesia is just like white board, marker, projector, etc...”

Through the statement above, it can be concluded that minimum support of media is not always challenging. By facing that problem, the student teachers are challenged to be more creative for preparing a teaching media.

“I have laptop and show the materials in my laptop. I just have a game for them in teaching. No other media I used because there is also no projector I could use.”

The minimum support of IT media is not a big obstacle for the student teachers to deliver the topic in the classroom. It can make the student teachers more creative. They used everything that they could use to explain the material. Even though there was minimum support of media. Never less, it did not stop them from delivering the materials well the students.

“Materials. I think it takes much more materials for us to prepare because there is no projector, only blackboard and chalk there. But, I think if we start from the basic like in the past it will be okay. Because like, you know the past people are smart without technology. But, if you provide them with something like speaker, micro phone, whiteboard, etc. it will make them like do not fight away.”

There was a minimum support of media. The terminology of ‘materials’ will be defined as media throughout this research paper. Therefore, it is unlike the general definition of materials. The student teachers should teach the students and encourage the student teachers teach as best as they can.

3.1.3 Language Barrier

Language is the key of communication to deliver an information from the speaker to the listener. Every country has a different official language to unite the society for communicating each other. The SEA Teacher program gives the opportunity for the student teachers to execute a teaching practice abroad which has a different language. In this case, the student teachers should use English as an international language. The student teachers faced some difficulties in communicating with the students because they forgot some English vocabularies. It is stated by mosts of the interviewee as proved below:

“So, sometimes like...when I didn’t find the word especially in public speaking. Because sometimes we want to explain; For example, when I want to talk about in the term about public speaking and oh my god, I didn’t know the word. How should I say? Because they are only know my English and like I want to translate it to Tagalog but, I don’t speak Tagalog. So, sometimes that is my obstacles. But, besides that, everything was run well.”

“....Because sometimes I cannot understand the vocabularies they have.”

The interviewee felt difficult in communication because of less vocabularies. Another interviewee also stated that sometimes the student teachers cannot recognize the students’ accent.

“When the first time I asked them to speak in front of the class, they use their accent or dialect and I didn’t understand. It’s hard to remember their speech because they speak monotone like they have no difficulties in speaking English. I tried to listen but I cannot repeat about what they said.”

The different accent could make the student teachers should adapt with the students’ accent to understand about what they

said. But, some of the student teachers failed to understand the students' accent.

3.2 Discussion

Based on the result, the researcher could find to terms in answering the research. Those are the student teachers' perception and the challenges in executing teaching practice through SEA Teacher program.

3.2.1 The student teachers' perception in teaching speaking through SEA Teacher project.

This result is supported by the theory from Mahon and Cushner (2002) who stated that teaching practice in pre-service teacher's teaching can improve a self-efficacy. The findings show that the student teachers perceived a new enjoyable experience in SEA Teacher program. According to the data, the student teachers got a new enjoyable experience from SEA Teacher program. They got a new experience not only in teaching practice but also a culture sharing, a new language and help them to improve their English speaking skill.

3.2.2 The student teachers' challenges

Dominik Petko (2011) stated that the using of IT or digital media in the classroom can make the teaching learning more effective and make the students focus. The minimum support of teaching media is one of a problem that makes the student teachers should have a solution in explaining the topic.

Experience is the thing that is felt by someone. In experience, there are many things that should be faced by the experiencer. One of them is problem. There will be one or more problems that should be faced by the experiencer. In this teaching practice, the student teachers also found some problems or difficulties that should be faced while conducting a teaching practice.

From the interviewee's statements above, they found a problem with the teaching media. Data 1 of the interviewee mentioned that in the school where they conducted a teaching practice has a minimum facility of IT media. They should be creative by their own self to make the class live without media support. It means that the student teachers have a problem with the using of teaching media as the support system.

4. CONCLUSION

To conclude, SEA Teacher students conclude that teaching practice abroad is enjoyable. In teaching abroad, the student teachers should prepare many things because they don't know yet about the student's competence. In this teaching practice, the student teachers felt great with the student's competence. The student teachers felt that almost all the students in PSU have a very good skill in English speaking. It makes the student teachers enjoy teaching them. The student teachers here also felt excited to teach in PSU through SEA Teacher program because they can gain many experiences of new languages, cultures and education systems while teaching public speaking in PSU. Therefore, it can be concluded that teaching practice abroad especially in teaching public speaking is enjoyable. However, the student teachers felt enjoyable in the teaching practice through the SEA Teacher program but they also experienced a difficulty while teaching in PSU. They experienced that there was a minimum support of teaching media especially IT media in the classroom.

REFERENCES

- Giorgi, A. (2006). Concerning Variations in the Application of the Phenomenological Method, the Humanistic Psychologist. *Routledge*. 34:4, 305-319, DOI: 10.1207/s15473333thp3404_2
- Lortie, D.(1975). *Schoolteacher*. Chicago: University of Chicago Press.
- Cushner, K., & Mahon, J. (2002). Overseas student teaching: Affecting personal, professional, and global competencies in an age of globalization. *Journal of Studies in International Education*, 6(1), 44-58.
- Maxwell, Joseph. (1992). Understanding and Validity in Research, *Harvard: Harvard Educational Review*. 279, 279-300. Joseph A. Maxwell (1992:279)
- Mergler, A. G., & Tangen, D. (2010). Using microteaching to enhance teacher efficacy in pre-service teachers. *Teaching Education*, 21(2), 199-210. Doi: [10.1080/10476210902998466](https://doi.org/10.1080/10476210902998466)
- Petko, D. (2012). Teachers' pedagogical beliefs and their use of digital media in classrooms: Sharpening the focus of the 'will, skill, tool' model and integrating teachers' constructivist orientations. *Computers & Education*, 58(4), 1351-1359.
- The SEA Teacher Project retrieved from <http://www.seameo.org/w4/#> accessed on 00:15 a.m. 09/11/2019